STAFFORD COUNTY SCHOOL BOARD

Agenda Consideration

TOPIC: Report Card Pilot: Grades 4-5 **ITEM NO:** 4J

PREPARED BY: Andrea Bengier
Assistant Superintendent
Instruction & Technology

MEETING: September 12, 2006
ACTION DATE: Information only
PREVIOUS MEETING: September 13, 2005

Chris Quinn
Executive Director of Instructional Services

Nancy Guth
Supervisor of Literacy and Humanities

Cari Del Fratte
Coordinator of Elementary Education

ACTION REQUESTED BY THE SUPERINTENDENT: That the School Board receive information regarding the Report Card Pilot for grades 4 and 5.

KEY POINTS:

- On September 13, 2005, the School Board was informed that teachers in grades 4 – 5 from five elementary schools would pilot a revised report card during the 2005-2006 school year (attachment: *Draft 2005-2006 Pilot Report Card*). The report card was revised because the current report card (attachment: *2006-2007 Current Report Card*) does not correlate with changes that have been implemented in instruction over the past several years. A committee of teachers, parents and an administrator worked from January 2004 – May 2005 to create the revised report card.
- The 2005-2006 pilot teachers recommended additional revisions to the report card. The most significant revision involves transitioning to the same grading scale that is used in grades 1 – 3. This represents a change from letter grades to numbers. The grading scale is referenced on the report card as *Academic Code* (attachment: *Draft 2006-2007 Pilot Report Card*).
- The grading scale has clearly defined criteria for each report card strand. All pilot teachers will use the criteria to evaluate students (attachment: *Sample Rubric*).
- Another pilot will be conducted this school year to finalize the report card.
- Approximately 36 teachers from nine elementary schools will pilot the report card. The schools represent various constituencies and populations. At least two teachers from one grade level at each school will pilot the report card draft.
- The main objectives for the pilot include generating parental input, developing a module for district-wide training, and developing and streamlining a recording method for teachers.
- Parental input is essential. Teachers will conduct building level informational meetings for parents to explain the report card draft and answer questions about the pilot.
- Parents will complete surveys periodically throughout the pilot.
- Parents and students will receive the revised standards-based report card each quarter. They will also receive an interim at the midpoint of each quarter.
- Teachers will participate in an intensive, professional development study group in order to navigate the implementation of the report card draft.

SCHOOL BOARD GOAL:

Goal 1: Provide educational excellence through instruction that establishes high expectations for all students yet recognizes the unique needs of each learner.

Goal 3: Encourage parents and the community to increase their interest and involvement in schools.

FUNDING SOURCE: N/A

AUTHORIZATION REFERENCE: School Board's ByLaws, Policies, and Regulations

- P 6-58; R6-58: Student Evaluation and Grading/Class Rank
- P7-26; R7-26: Reporting to Parents

Stafford County Public Schools
Report Card for Grades Four - Five

DRAFT:
2006 – 2007
Pilot Report Card

Student Name _____

Grade _ Year _____

Teacher's Name _____

School _____

School Phone _____

ATTENDANCE	1	2	3	4	TOTAL
Days Present					
Days Absent					
Times Tardy					

ACADEMIC CODE:

4	Exceeds standards
3	Meets standards
2	Works toward standards
1	Performs below standards
NE	Not evaluated
*	Modified instruction - See teacher comments.

MATHEMATICS	1	2	3	4	FINAL
Number Sense: Reads, writes and uses numbers whole numbers with flexibility					
Number Sense: Reads, writes and uses fractions and decimals with flexibility					
Computation and Estimation: Uses basic number combinations, mental math, and paper and pencil to add, subtract, multiply and divide whole numbers					
Computation and Estimation: Uses basic number combinations, mental math, and paper and pencil to add & subtract(grades 4-5), multiply and divide (grade 5) fractions, and/or decimals					
Measurement: Uses appropriate customary and metric units to find weight, length, area, volume, and/or elapsed time					
Geometry: Identifies, compares, and analyzes relationships within and between plane figures and solid figures.					
Statistics and Probability: Reads, constructs, interprets and makes predictions using displays of data, also solves problems predicting likely results					
Patterns, Functions & Algebra: Analyzes, creates and extends numerical and geometric patterns					
CONTINUING SKILLS					
Communication: Explains and represents mathematical ideas both verbally and in writing using words, tables, diagrams, models and pictures					
Problem Solving: Applies and adapts a variety of appropriate strategies to accurately solve problems					

READING					
Reads and demonstrates comprehension of fiction and nonfiction using appropriate strategies					
Reads accurately and fluently with expression					
Uses a variety of skills and strategies to achieve word recognition and meaning					
Uses a variety of resources to collect, organize and understand information					

	1	2	3	4	FINAL
WRITING					
Composing: Uses the writing process to write on topic					
Written Expression: Uses a variety of vocabulary and sentences to write for specific purposes and audiences					
Usage and Mechanics: Applies correct spelling, grammar and mechanics					
Usage and Mechanics: Uses skills in isolation (spelling tests and grammar)					

ORAL LANGUAGE					
Contributes to small and/or large group discussions					
Makes planned oral presentations					

SCIENCE					
Uses scientific investigation appropriately to research, predict, observe, record, analyze data, and draw conclusions with selected tools					
Uses facts, vocabulary and concepts to understand scientific content					

SOCIAL STUDIES					
History: Identifies and connects key people and events. Interprets ideas and events through different perspectives. Makes connections between past and present.					
Geography: Defines geographic terms, and uses maps to locate places and explain historical events.					
Economics: Defines and explains economic terms and concepts, and connects economic terms to historic events.					
Civics: Analyzes and explains historic documents, and explains the relationships between citizens and government.					

ART, LIBRARY, MUSIC, AND PHYSICAL EDUCATION

All children receive instruction in these non-graded subjects.

DESCRIPTORS

G Great
S Satisfactory
N Needs Improvement

SOCIAL HABITS				
Responds appropriately to adult direction				
Solves problems in a positive way				
Follows school and classroom rules				
Respects the rights, opinions and property of others				
Accepts responsibility				

WORK HABITS				
Shows effort				
Begins and completes assignments in a timely manner				
Organizes self and materials				
Uses time wisely				
Works independently				
Follows oral and written directions				
Completes homework on time				

FIRST QUARTER

TEACHER COMMENTS ☐ **CONFERENCE REQUESTED**

SECOND QUARTER

TEACHER COMMENTS ☐ **CONFERENCE REQUESTED**

☐ Retention possible

THIRD QUARTER

TEACHER COMMENTS ☐ **CONFERENCE REQUESTED**

☐ Retention possible

FOURTH QUARTER

TEACHER COMMENTS ☐ **CONFERENCE REQUESTED**

At the beginning of the next school year your child will be in grade _.

Teacher's Signature _____

PARENT'S COMMENTS & SIGNATURES

1st Quarter Comments: _____

_____

_____

_____

_____

_____

_____

Signature _____

☐ Conference Requested

2nd Quarter Comments: _____

_____

_____

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_____

_____

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Signature _____

☐ Conference Requested ☐ Retention Possible

3rd Quarter Comments: _____

_____

_____

_____

_____

_____

_____

Signature _____

☐ Conference Requested ☐ Retention Possible

_____

Next year your child will be:

Promoted to _____ Grade

Retained in _____ Grade

2006 - 2007
CURRENT
REPORT CARD

Stafford County Public Schools
PROGRESS REPORT

GRADES FOUR AND FIVE

Pupil's Name _____

Grade _____ Year _____ School Phone No. _____

Teacher's Name _____

School _____

Dear Parents:

The School Board is committed to clear communications with families about the progress of students. The report card informs you of your child's performance in each program area.

Please review the report card and discuss it with your child. More importantly, talk with your child's teachers and principal regularly. Your child receives a better education when there is communication and cooperation between the home and school.

The grades on this report card are measures of your child's performance in relation to ability. If the teacher requests a conference, please meet to be sure you are fully aware of your child's progress at school.

We need an open and cooperative relationship with you to provide the best possible education for your child.

Sincerely,

Jean S. Murray
Superintendent

GRADING PERIOD	1	2	3	4
CONDUCT				

SCALE:
A - Consistently practices appropriate behavior
B - Usually practices appropriate behavior
C - Occasionally needs reminding to practice appropriate behavior
D - Frequently needs reminding to practice appropriate behavior
F - Disregards reminders to practice appropriate behavior

PERFORMANCE RECORD

social development:

Practices good manners				
Practices self-control				
Shows respect for others				

WORK AND STUDY HABITS:

Completes assigned work on time				
Accepts responsibility				
Works with accuracy				
Works independently				
Displays effort				
Listens to and follows directions				
Uses time wisely				

PERFORMANCE CODES:

SOCIAL DEVELOPMENT AND WORK HABITS

1 Indicates area of particular strength

2 Indicates satisfactory progress

3 Indicates area needing effort or special help

TEACHER'S COMMENTS

2006 - 2007 CURRENT REPORT CARD

NAME _____

Academic progress record

GRADING PERIOD	1	2	3	4	FINAL
LANGUAGE ARTS					
READING					
LANGUAGE					
SPELLING					
MATHEMATICS					
SOCIAL STUDIES					
SCIENCE/HEALTH					

All children receive instruction in music, art, and physical education, but these areas are not graded.

GRADING SCALE:

A+	SUPERIOR	98-100
A	EXCELLENT	94-97
B+	VERY GOOD	90-93
B	GOOD PROGRESS	86-89
C+	HIGH AVERAGE	82-85
C	AVERAGE	78-81
D+	BELOW AVERAGE	74-77
D	POOR	70-73
F	FAILING	69 and below

ATTENDANCE

GRADING PERIOD	1	2	3	4
Days Present				
Days Absent				
Days Tardy				

TEACHER'S COMMENTS

Stafford County Public Schools
Report Card for Grades Four - Five

Student Name _____

Grade _ Year _____

Teacher's Name _____

School _____

School Phone _____

ATTENDANCE	1	2	3	4	TOTAL
Days Present					
Days Absent					
Times Tardy					

GRADING SCALE: (for shaded areas)

A+	Superior	98-100
A	Excellent	94-97
B+	Very Good	90-93
B	Good Progress	86-89
C+	High Average	82-85
C	Average	78-81
D+	Below Average	74-77
D	Poor	70-73
F	Failing	69 and below

DESCRIPTORS: (for non-shaded areas)

4	Exceeds standards
3	Meets standards
2	Works toward standards
1	Performs below standards
NE	Not evaluated
*	Modified instruction - See teacher comments.

MATHEMATICS	1	2	3	4	FINAL
Number Sense: Reads, writes and uses numbers with flexibility (whole numbers, fractions, and/or decimals)					
Computation and Estimation: Uses basic number combinations, mental math, and paper and pencil to add, subtract, multiply and divide (whole numbers, fractions, and/or decimals)					
Measurement: Uses appropriate customary and metric units to find weight, length, area volume, and/or elapsed time					
Geometry: Identifies, compares, and analyzes relationships within and between plane figures and solid figures.					
Probability: Solves problems predicting likely results					
Statistics: Reads, constructs, interprets and makes predictions using graphs					
Patterns, Functions & Algebra: Analyzes, creates and extends numerical and geometric patterns					
CONTINUING SKILLS					
Communication: Explains and represents mathematical ideas both verbally and in writing using words, tables, diagrams, models and pictures					
Problem Solving: Applies and adapts a variety of appropriate strategies to accurately solve problems					

READING	1	2	3	4	FINAL
Reads and demonstrates comprehension of fiction using appropriate strategies					
Reads and demonstrates comprehension of informational text using appropriate strategies					
Reads accurately and fluently with expression					
Uses a variety of skills and strategies to achieve word recognition and meaning					
Uses a variety of resources to collect, organize and understand information					

LANGUAGE SKILLS	1	2	3	4	FINAL
GRAMMAR					
SPELLING					

WRITING

Composing: Uses the writing process to write on topic					
Written Expression: Uses a variety of vocabulary and sentences to write for specific purposes and audiences					
Usage and Mechanics: Applies correct spelling, grammar and mechanics					

SCIENCE					
Uses scientific investigation to research, predict, observe, record and analyze data, draw conclusions and control variables					
Sorts, classifies, and measures using appropriate tools					
Uses facts, vocabulary and concepts to understand scientific content					

SOCIAL STUDIES					
Geography: Defines geographic terms, and uses maps to locate places and explain historical events.					
History: Identifies and connects key people and events. Interprets ideas and events through different perspectives. Makes connections between past and present.					
Economics: Defines and explains economic terms and concepts, and connects economic terms to historic events.					
Civics: Analyzes and explains historic documents, and explains the relationships between citizens and government.					

ART, LIBRARY, MUSIC, AND PHYSICAL EDUCATION

All children receive instruction in these non-graded subjects.

DESCRIPTORS **First Quarter:** + Meets Expectations - Needs Improvement
Remaining Quarters: G Great
S Satisfactory
N Needs Improvement

SOCIAL HABITS

Responds appropriately to adult direction				
Solves problems in a positive way				
Follows school and classroom rules				
Respects the rights, opinions and property of others				
Accepts responsibility				

WORK HABITS

Shows initiative and demonstrates persistence				
Begins and completes assignments in a timely manner				
Organizes self and materials				
Uses materials and/or equipment responsibly				
Uses time wisely				
Works independently				
Reads independently for pleasure				
Follows oral and written directions				

FIRST QUARTER

TEACHER COMMENTS ☐ **CONFERENCE REQUESTED**

SECOND QUARTER

TEACHER COMMENTS ☐ **CONFERENCE REQUESTED**

☐ Retention possible

THIRD QUARTER

TEACHER COMMENTS ☐ **CONFERENCE REQUESTED**

☐ Retention possible

FOURTH QUARTER

TEACHER COMMENTS ☐ **CONFERENCE REQUESTED**

At the beginning of the next school year your child will be in grade_.

Teacher's Signature _____

Sample Rubric

SCPS Mathematics *Concept* Rubric – Grades 4 & 5

	4 – Exceeds Standards	3 - Meets Standards	2 – Works Toward Standard	1 – Performs Below Standard
Number Sense **Reads, writes and uses whole numbers with flexibility**	• **Big Ideas: Number sense involves understanding the structure of numbers.** • **Essential Question: How are numbers structured?** • **Big Ideas: Number sense examines relationships among numbers.** • **Essential Question: To what extent does flexibility help us understand number relationships?**			
	• Extends the place value relationship by generalizing across multiple place values for whole numbers, decimals and fractions	• **Consistently** explains the place value relationship of the base-10 number system (4.1, 5.1)	• **Inconsistently** explains the place value relationship of the of the base-10 number system	• **Rarely** explains the place value relationship of the of the base-10 number system
Number Sense **Reads, writes and uses decimals and fractions with flexibility**	• Extends the place value relationship by generalizing across multiple place values for whole numbers, decimals and fractions in relation to each other and the whole	• **Consistently** explains the place value relationship of commonly used decimals and fractions in relation to each other and the whole (4.2 - 4.4, 5.1, 5.2, 5.4)	• **Inconsistently** relates the place value structure of decimals and fractions in relation to each other and the whole	• **Rarely** relates the place value structure of decimals and fractions in relation to each other and the whole
Computation and Estimation **Uses basic number combinations, mental math, and paper and pencil to add, subtract, multiply and divide whole numbers**	• **Big Idea: Computation and estimation requires an understanding of the meaning and relationship of mathematical operations.** • **Essential Question: Why are the meanings and relationships of mathematical operations important to computation and estimation?**			
	• Understands and extends the relationship between operations to use and explain more than one **efficient strategy** to estimate and solve problems	• **Consistently** identifies and uses **relationships** between operations to estimate and solve problems, and selects appropriate methods for computation (4.5 – 4.8, 5.3, 5.5)	• **Inconsistently** identifies and uses relationships between operations to estimate and solve problems, and sometimes selects appropriate methods for computation	• **Rarely** identifies and uses relationships between operations to estimate and solve problems, and rarely selects appropriate methods for computation
Computation and Estimation **Uses basic number combinations, mental math, and paper and pencil to add, subtract, multiply and divide fractions and/or decimals**	• Applies understanding of the relationship and structure of numbers to create and solve problems	• **Consistently** uses the relationship and structure of numbers to develop and apply strategies for estimating and solving problems (4.9, 5.4, 5.6, 5.7)	• **Inconsistently** uses the relationship and structure of numbers to develop and apply strategies for estimating and solving problems	• **Rarely** uses the relationship and structure of numbers to develop and apply strategies for estimating and solving problems

SCPS Mathematics *Concept* Rubric – Grades 4 & 5

	4 – Exceeds Standards	3 - Meets Standards	2 – Works Toward Standard	1 – Performs Below Standard
Measurement **Uses appropriate customary and metric units to find weight, length, area, volume, and/or elapsed time**	• **Big Idea: Attributes of objects are definable using systems of measurement.** • **Essential Question: How are the attributes of objects measured?** • **Big Idea: Measurement is a way to describe our environment.** • **Essential Question: How is measurement used to solve a problem?**			
	• **More often than not** analyzes real life situations and applies knowledge of attributes to estimate and solve problems	• **Consistently** understands **attributes** in order to select a measuring device and unit of measure to estimate and solve problems (4.10 – 4.13, 5.8 – 5.13)	• **Inconsistently** understands attributes in order to select a measuring device and unit of measure to estimate and solve problems	• **Rarely** recognizes attributes or how to select a measuring device and unit of measure to estimate and solve problems
Geometry **Identifies, compares, and analyzes relationships within and between plane figures and solid figures**	• **Big Idea: Geometric relationships help us make sense of the world.** • **Essential Questions: How do geometric relationships help us make sense of the world?**			
	• Develops and tests **conjectures** about geometric attributes and relationships and effectively justifies conclusions	• **Consistently** identifies, compares and analyzes **attributes** of two- and three-dimensional shapes and develops vocabulary to describe the attributes (4.14 - 4.18, 5.14 – 5.16)	• **Inconsistently** identifies, compares and analyzes attributes of two- and three-dimensional shapes and partially develops vocabulary to describe the attributes	• **Rarely** identifies, compares and analyzes attributes of two- and three- dimensional shapes and develops limited vocabulary to describe the attributes
Probability and Statistics **Reads, constructs, interprets and makes predictions using displays of data; also solves problems predicting likely results**	• **Big Idea: The study of probability and statistics allows us to analyze data in order to make informed decisions.** • **Essential Question: How can we use probability and statistics to make informed decisions?**			
	• Designs, predicts and tests the probability of outcomes of simple experiments and justifies conclusions resulting from the data gathered	• **Consistently** predicts likely outcomes and solves problems involving the probability of a given event, using appropriate **terminology** (4.19, 5.17)	• **Inconsistently** predicts likely outcomes and solves problems involving the probability of a given event, using appropriate **terminology**	• **Rarely** predicts likely outcomes and solves problems involving the probability of a given event, using appropriate **terminology**
	• Formulates questions that can be addressed by collecting, organizing and displaying data using various, appropriate representations to answer them and evaluate results	• **Effectively** collects, organizes and displays data using various, appropriate representations and terminology to interpret results, draw conclusions and make predictions (4.20, 5.18, 5.19)	• **Ineffectively** collects, organizes and displays data using various, appropriate representations and terminology to interpret results, draw conclusions and make predictions	• **Rarely** collects, organizes and displays data using various, appropriate representations and terminology to interpret results, draw conclusions and make predictions

SCPS Mathematics *Concept* Rubric – Grades 4 & 5

	4 – Exceeds Standards	3 - Meets Standards	2 – Works Toward Standard	1 – Performs Below Standard
Patterns, Functions, and Algebra **Analyzes, creates and extends numerical and geometric patterns**	• **Big Idea: Mathematical situations can be represented using patterns, symbols and rules to describe relationships.** • **Essential Question: How can we use patterns, symbols and rules to represent and describe mathematical relationships?**			
	• Makes generalizations about the structure of numerical and geometric patterns by creating appropriate models to communicate them	• Effectively analyzes the structure of numerical and geometric patterns and expresses the relationships using various representations (4.21, 4.22, 5.20 – 5.22)	• Somewhat effectively analyzes the structure of numerical and geometric patterns and expresses the relationships using various representations	• Rarely analyzes the structure of numerical and geometric patterns and expresses the relationships using various representations
Communication **Explains and represents mathematical ideas both verbally and in writing using words, tables, diagrams, models and pictures**	• **Big Idea: The ability to read, write, listen, think, and communicate about problems develops and deepens students' understanding of mathematics.** • **Essential Question: How does a student's ability to communicate their thinking deepen their understanding of mathematics?**			
	• Analyzes and evaluates the mathematical thinking of others using the language of math to communicate ideas	• Consistently organizes and consolidates their mathematical thinking to others through oral and/or written communication	• Inconsistently organizes and consolidates their mathematical thinking to others through oral and/or written communication	• Rarely communicates their mathematical thinking to others clearly.
Problem Solving **Applies and adapts a variety of appropriate strategies to accurately solve problems**	• **Big Idea: Problem solving makes math more powerful.** • **Essential Question: How does problem solving make math more powerful?**			
	• Adapts and extends a variety of appropriate strategies to solve related problems	• **Consistently** develops and applies an appropriate strategy to solve a problem	• **Inconsistently** chooses a correct strategy or uses teacher-directed strategy to solve a problem	• **Rarely** chooses a correct strategy that matches the task
	• Generalizes strategies in mathematics and applies and/or relates to other contexts	• **Consistently** reflects upon work and adjusts strategies as needed to solve a problem	• **Inconsistently** recognizes and attempts to adjust strategies as needed to solve a problem	• **Rarely** recognizes the need to adjust strategies in order to solve a problem
	• Explains, justifies, extends and draws logical conclusions about the mathematics involved in the strategy or problem	• **Consistently** uses examples of individual work to explain and justify a strategy and/or solution	• **Inconsistently** demonstrates a partial explanation or justification of a strategy or solution	• **Rarely** explains or justifies a strategy or solution